DOCUMENT RESUME

ED 040 228 | 24 | UD 010 125

AUTHOR	Wolff, Max
TITLE	The Educational Park: A Guide to Its Implementation.
INSTITUTION	Center for Urban Education, New York, N.Y.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 70
NOTE	59p.
AVAILABLE FROM	Center for Urban Education, 105 Madison Ave., New York City 10016 ($.60 each for the first fifteen copies)
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.05
DESCRIPTORS	Community Services, Cost Effectiveness, Educational Facilities, *Educational Finance, *Educational Parks, Educational Planning, *Educational Quality, Relevance (Education), School Community Relationship, *School Organization, Site Selection, Student Characteristics, Student Transportation, *Urban Education

ABSTRACT

This book analyzes and discusses the various aspects of the "Educational Park," the concept of which was originated as an approach to the present-day crisis of the inner city and its public school system. Basically, the Educational Park is conceived as a large clustering of educational facilities serving all the schools on a campus, so as to bring together the school population of many small neighborhoods and thereby providing for the children and all the citizens of an entire larger urban community; within this fundamental notion, tremendous variation is envisaged. The content of the book focuses on: the internal space environment, economic impact of the Park, architectural design, administrative problems, educational programs, development site selection, transportation system, use of air rights, community participation, cost considerations, and sociological conditions for and consequences of the Park for the community; guidelines are suggested for the implementation of such a Park project with reference to each of the areas discussed. Concluding remarks also emphasize that the Park proposal is no panacea, but that it is an opportunity within which each community must find its own way of applying the overall idea to their particular time and place. (RJ)

ED040228

the educational park

A Guide to its Implementation

by Max Wolff
with Alan Rinzler

UD010125

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

This publication was prepared pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education, under provisions of the Cooperative Research Program.

Copies available as follows: 1-15, 60¢ each; 20-45, 50¢ each; 50 and over, 40¢ each.
Payment *must* accompany order. Send c/o Dept. NM.

First printing: January 1970
Library of Congress Catalog Number: 71-109437

CENTER FOR URBAN EDUCATION
105 Madison Avenue
New York, New York 10016
212-889-7277

THE CENTER FOR URBAN EDUCATION is a private nonprofit corporation supported in part as a regional educational laboratory by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed do not necessarily reflect the position or policy of the Office of Education and no official endorsement by the Office of Education should be inferred.

Under the direction of its Communication Resources Committee, the CENTER publishes a variety of reports, monographs, books, bibliographies, etc. A selected list can be found at the end of this publication.

The concept of the Educational Park was originated by Dr. Max Wolff as an approach to the present-day crisis of the inner city and its public school system. The Center for Urban Education brought together a group of specialists in various fields, who have prepared an illustrated book on the Educational Park to be published in 1970. Under the direction of Dr. Wolff and editorship of Alan Rinzler, the manuscript of this book was co-authored by Marvin B. Affrime who developed the internal space environment; Gale Bach, who studied the economic impact of the Park; Leopold Berman, creator of the architectural design; Lee Brown, who studied the administrative problems of the Park and cooperated in developing the educational program; Paul Davidoff and Peter Semrad, city planners who selected and studied the development site; Ernst Hacker, transportation expert who developed the transportation system; Alvin Palmer, architect and specialist in the use of air rights; Esther Rothman, the designer of the educational program; Tom Scott, art editor of the book; Annie Stein, who selected the pupils; and Max Wolff, who studied and evaluated the sociological conditions for and the consequences of the Educational Park for the community.

The book analyzes and discusses the various aspects of the Educational Park in detail. This pamphlet, prepared for publication by Alan Rinzler for the Center for Urban Education, is based on the material contained in this book.

Table of Contents

INTRODUCTION / 1

I.

CONCEPT OF AN EDUCATIONAL PARK / 5
- Quality and Cost
- Size
- Travel and Site

II.

SELECTING A SITE / 10
- Example: Newtown
- Standards for Site Selection

III.

QUALITY EDUCATION / 16
- Not Only "What" but "How"
- Specialization
- Relevant Curriculum

IV.

BUILDING A PARK / 22
- The Student Body
- Access and Environment
- Orangization of Facilities
- The Home Schools Within the Park
- Architecture and Design

V.

THE COMMUNITY AND THE EDUCATIONAL PARK / 30
- Community Participation
- Administrative System
- Adult Education
- Education and Community Service
- The Park as a Health Center

VI.

TRANSPORTATION / 38
- An Educational Park Transit System

VII.

WEIGHING THE COST / 43
- Comparing Alternatives
- Costs and City Budgets

CONCLUSION / 49

Introduction

Education. A system of public schools. Public education for white and black, affluent and poor is fundamental to the workings of our democracy. Not preparing peasants, workers, professionals, craftsmen or an elite for specific niches in a structured, class-divided society, but providing quality education for all the people. If the people are to participate in the state, if the dream of democracy is to be fulfilled, then the state has an absolute responsibility to educate every one of its people through a system of public schools.

Schools. Schools for our children. Schools not only for the education of young people but centers for people of all ages: young adults, parents of children, the elderly, people with no children at all, everyone who can use the educational, social, and cultural facilities of this institution. Schools – the base of our society, from which emerge future generations of young citizens; schools – centers for the communities to express and fulfill their educational, cultural, and even social needs through the organization and utilization of effective programs and facilities.

A remarkable notion. A fantastic dream. But unfortunately it hasn't worked that way.

It is evident throughout our country – particularly in the cities – that our public school systems are not achieving their educational goals. Disparate groups – administrators, teachers, sociologists, politicians, parents, the students themselves – have different theories as to why this is the case. But they all agree that to varying degrees our public schools are simply not living up to their own ideals, their own notions of the kind of self-fulfillment and preparation that they would like to provide. Many also agree that there are grave injustices here. Education, decreed as necessary, is in fact, compulsory. Our children must attend. But are the schools living up to their part of the bargain? The civil contract – enforceable by law – provides that the student must attend schools and that students be provided the necessary education to enter adult society whole and prepared. Unhappily, this contract is not being fulfilled, and in a sense many students are being deprived of their due by involuntarily attending public schools which don't deliver as promised.

This state of affairs has created a highly tumultuous and explosive situation today among educators, parents, and students. (Again, we are speaking here primarily of the problems of urban education, of great masses of students from widely diverse ethnic and economic backgrounds all living within a relatively small area – but it is precisely in this urban crucible that most of our students and the problems of their education exist.) Anyone living in America today must be painfully aware of the crises in his local school district and in other schools and systems, as the drama of school explosions across the country are reported in radio/TV/newspapers/magazines.

Countless solutions, white papers, theories, plans and schemes have been set forth. Administrators feel enormous political and economic pressures; teachers find the old methods simply don't work; parents express increasing concerns; students have lost confidence in the institutions of their elders.

This pamphlet discusses one proposal which has been set forth in many communities across the country as a new way of approaching the basic issues which comprise our present crisis in public education. These crisis issues may be reduced to the following fundamental points:

1. The quality of education. What shall be the nature of our curriculum; what shall be its design, application, and intentions?

2. The administration of education. Who shall actually control the schools; what shall the relationship be between student and teacher, teacher and administration, administration and parent, school and community; how shall policies be formulated and effected, and by and for whom?

3. Intergroup relations. How does the school affect and/or actually precipitate the present confrontation between various groups in the community; to what extent must the school necessarily provide the forum, the arena, for contemporary social, political and cultural aspirations and conflicts?

Over one hundred communities in the United States today have examined the above-listed gut issues as they relate to their own specific situations and concluded that they must study the possibility, or in many cases begin immediate construction, of an Educational Park. This new concept, the Educational Park, has been discussed and promulgated for a number of years now. But remarkably enough, very few people actually know what an Educational Park *is*. Very little information is available. There are no ready-made prototypes to visit. Specific definitions, descriptions, and blueprints applicable to local situations are lacking.

The Center for Urban Education, consequently, has set about to clarify this situation by bringing together a group of people – educators, administrators, city planners, architects, transportation designers, sociologists, and space designers, all working closely with community leaders, parents, and children in a specific and typical city situation – to find out about the Educational Park: what it is, how it could work for them. The result has been an Educational Park book, detailed and illustrated, of which this pamphlet is a summary. Our intention here, therefore, is to present in a concise format all the basic materials of that larger book in the hope that it will provide much needed information while encouraging further study.

I.

Concept of an Education Park

Let us begin by making it clear that the Educational Park is no panacea. It does not provide a clear or stereotyped blueprint which can be immediately superimposed upon any urban situation with instant favorable results. The Educational Park simply cannot supply all the answers. In fact, there really is no such thing as The Educational Park, rather we must more accurately speak of An Educational Park, each individual Park having its own designs and characteristics evolving out of the needs and aspirations of its community.

Basically, an Educational Park is a large clustering of educational facilities serving all the schools on the campus. Such a Park would bring together the school population of many small neighborhoods, thereby serving the children and all the citizens of an entire larger urban community. There can be tremendous variation within this fundamental notion, allowing each community to determine its own objectives and specific forms.

There are, nevertheless, certain characteristics which are basic to all Educational Parks. Chief among these is the notion of a large school with a large student population drawn to a centrally located campus from many smaller

neighborhoods. This may seem like a radical new idea to some, but the large centrally located facility is quite common in the routine of our daily lives.

We regularly travel to centrally located commercial facilities and shopping centers which provide a variety of goods and services at one location; to centers of transport where bus and rail and underground facilities interlock for long-distance and local travel; to centers of manufacturing (often called Industrial Parks); and to hospitals and giant medical centers. So there's nothing new, in our twentieth century society, about the idea of traveling away from our homes in the pursuit of various necessities.

Many parents, nevertheless, are concerned about the Neighborhood School. What they may not realize is that the original notion of the neighborhood school was to provide a common ground for the various groups in one area of considerable dimension and disparity of population. That kind of urban neighborhood simply does not exist anymore. Tremendous increases in population density and unresolved social patterns have produced neighborhoods of one particular ethnic and socioeconomic group. Large numbers of blacks and Puerto Ricans have come to the cities and concentrated in congested ghettos. At the same time there has been an exodus to the suburbs, mainly of middle class whites. What results are not the neighborhoods as originally understood. What results are ghetto schools, separate and unequal in their facilities and in the quality of education they can offer, schools totally in opposition to the original intention of the neighborhood concept.

Quality and Cost

Can we bring equal quality education to all the students of the metropolitan areas simply by upgrading each neighborhood school to the quality of the best school in the system? Duplicating the best educational facilities, the best teacher staff, and the most enriched curriculum at numerous neighborhood schools is costly and wasteful and of doubtful practicality. Such upgrading of all neighborhood schools in a community will inevitably cost more than building one Educational Park.

With the creation of an Educational Park, substantial economies are effected through the full-time use of auditoriums, gymnasiums, libraries, science buildings, art and music facilities. In the neighborhood schools where such facilities exist at all, they are idle a good part of the time. A cluster of 25 schools does not need 25 auditoriums or gymnasiums, but 25 fully equipped neighborhood schools do. Instead of the construction of school after school with identical and often inadequate facilities, the Educational Park can combine the buildings on a single site and place facilities such as administration, gyms, libraries, and health centers in separate central facilities serving all the classroom units. But most important, considering costs versus benefits, the Educational Park can provide greater benefits to the students, the teachers, parents and the community at large.

Size

The question is asked: how can the individual student prosper within a large centrally located school with a large student population? The answer is to be found in the organization of the individual schools within the Park. For size is not a factor of numbers alone – many of us live in cities of millions, yet operate in very personal and individual ways – but a consequence of design and organization. A Park is not one giant schoolroom. Rather it can provide the flexible arena within which educators, architects, space designers, parents and the community will organize and administer a system which will insure the individual quality education of and for each child.

Travel and Site

But what about transportation? Of course, many school children today take some kind of transportation to school and think nothing of it. We are a nation on wheels, increasingly mobile and sophisticated in our attitudes toward long- and short-distance travel. Nevertheless, the problem of transportation must be faced, particularly when considering the actual location of an Educational Park within the community. In many of the communities within our cities, a centrally located site can insure that many children will need no transportation at all while others will have only short trips for brief periods. And wherever actual new systems of urban transport will be necessary to get all the students and personnel to the Park each morning, such a facility can also serve the community at large, offering a much needed opportunity to replan and redesign obsolete systems of urban transportation.

The site of an Educational Park must be chosen not only for its easy access from all neighborhoods but also in terms of its present utilization. High density housing or commercial areas would be immediately disqualified since massive relocation would be required. But there are many large areas in the centers of our cities that are remarkably underutilized: enormous railroad yards, for example, provide precisely the kind of currently wasted space over which a Park could be constructed. The most thorough use of our valuable urban spaces would suggest building over other blighted and sparsely utilized urban wastelands (junkyards, parking lots, bus depots) in what urban planners call "air-rights."

As for present school facilities, it is obvious that an Educational Park cannot be built overnight. The schools we now have will have to continue to function. In many cases they can provide the core facilities for future Educational Parks. By reorganizing present schools and building gradually around them as funds and philosophies evolve, a full-fledged Park can emerge. And wherever such present-day schools are so inadequate or decayed or badly located as to be totally useless, buildings and land can be sold for their value as real estate or commercial properties.

These then are some of the critical issues which must be studied when considering the construction of a large cen-

trally located educational facility serving the children and all citizens of an urban community: the Educational Park capacities as compared to the limitations of the neighborhood school; the organizational design of such a large facility; transportation; the selection of the most appropriate site and the use of present school buildings; and costs in terms of benefits to the entire population. Once these problems have been defined by a given community, the Educational Park can then provide the arena within which the graver issues of education and intergroup relations can be confronted.

For that must be the ultimate purpose of such an ambitious undertaking. We must "put the picture in the frame." What's going to happen in the Park and how will it affect the community? How can the Park, with its tremendous new facilities and opportunities for innovation, affect the quality of education? What positive effects can it have upon the interactions of the urban groups it will serve? The ultimate goals are quality education and improved urban living.

The Center for Urban Education therefore chose a particular urban community, one quite typical in the makeup of its population, in its physical layout and educational failures, and studied how an Educational Park could be built in this area. All the features of this community are detailed in the illustrated Educational Park book. Insofar as this community is like many urban communities across our country the specific resolutions may set certain precedents. Where dimensions and situations are unlike the community you live in, at least the approach can offer general guidelines for attacking your particular problems.

II.
Selecting a Site

Where should the Educational Park be located within the community and why? The Educational Park is a large educational facility serving the children and entire population of an entire urban community. Even before a site is selected, the community itself must be defined. A given school district should be designed to include not one ghetto neighborhood as is often the case, but an entire larger community made up of smaller neighborhoods which can feed into the Park. This variety of student population was the original intention of the "common" school and is the first prerequisite of a Park.

The Supreme Court decision of 1954 has eloquently stated the disadvantages to all students of an isolated, segregated education. Few today would argue for any educational system which is not in itself a realistic preparation for the society we live in. In too many communities, the "neighborhood school" concept, with all its inadequacies, was used to circumvent the 1954 decision. A really equal and integrated educational system, therefore, must establish a common ground where there is one standard of quality education.

In some cities existing districts already include a collec-

tion of neighborhood schools serving isolated ghettos which together would make an excellent school population for an Educational Park. But in many communities and cities new boundaries must be drawn creating a larger school district which will then comprise a heterogeneous collection of neighborhoods and students from varied socio-economic and ethnic backgrounds. The boundaries of a school district must consequently be sure to include many disparate neighborhoods while the Educational Park site within that district must be located so that all neighborhoods are equally served, not only for facility of transportation but to insure a neutral, common ground for a truly integrated school.

Example: Newtown

In the area studied by the Center for Urban Education, for example, a community was defined within the context of a much larger city. The boundaries of this district were deliberately drawn to include six distinct kinds of neighborhoods: lower income, racially mixed; lower income black; middle income black; middle income white; and two upper income white. Six miles long and two miles wide, this community – which we will call Newtown – is about eight miles from the center of one of the nation's largest cities and has always functioned as a kind of city within the city, with its own large shopping and manufacturing district, a major transportation center, and a typical mixture of slum and affluent housing for its widely diverse population of 200,000.

By combining the six neighborhoods into one school district we have reinforced an already existing pattern of centralized commerce, transportation, and political organization for this district. At the same time we are encouraging – through the vehicle of the Educational Park – the breakdown of old ghetto walls and the sense of a new, greater community. For, as is increasingly evident, the school is an institution which can create a community around it.

In Newtown, the study committee sought to find a centrally located site with equal access from all six neighborhoods. The main shopping district is also adjacent to the junction of a major commuter railroad line, a rapid transit

underground line, and a surface bus system that links Newtown and the rest of the city. The "downtown" district is already, therefore, a familiar common ground, serving and visited by people from all neighborhoods to the north and the lower and middle income black neighborhoods to the south.

This kind of centralized district of commerce, recreation, and transportation is common to many urban communities throughout the country and provides each city with an ideal place to begin looking for a site. The next step, however, is to find within this general area a piece of land which can be appropriated for an Educational Park *which is not now essential for commercial or residential use.* To destroy a valuable developed area in the "urban renewal" for the Educational Park would be wasteful, and opposed to the aim of the school facility: to bring together and serve equally all segments of the community's population.

The most suitable location for Newtown, in light of all considerations, was deemed to be an area directly east of Newtown's railroad junction running about one mile long

and 400 feet wide including the railroad tracks and nearby land. This is space occupied primarily by railroad yards with a few rundown two story buildings along its border.

It is a typical center city phenomenon found in many urban areas – New York, Boston, Washington, D. C. – where space-consuming rail terminals were built in the middle of town. Modern city planning and architectural design have now shown us how to utilize these blighted areas by building *over* them. In other words, the business of the railroads or bus depots or parking lots, or whatever underutilized space exists in your community, carries on

as usual. But with "air rights" overhead, an office building, sports stadium, hospital, or – as in this case – an Educational Park can be constructed.

Standards for Site Selection

This site, therefore, is best suited for an Educational Park in Newtown, fulfilling as it does the following criteria:

1. It is reasonably accessible to all of the districts' neighborhoods without favoring one or another.
2. It is convenient to existing transportational facilities in a nearby downtown area which is already the focus for the city's commercial and recreational facilities.
3. It is not now an important commercial or residential area, little relocation would be necessary, and in fact the development here of an Educational Park would be a great boon to the appearance and value of the surrounding area.

Not every community will be able to find a site precisely like that we have chosen for Newtown. Urban congestion, population patterns, and transportation systems will vary from place to place. Not every community will want to choose this kind of location. One disadvantage, for example, of Newtown's site is its failure to incorporate any existing educational facilities. Newtown's schools are scattered throughout its neighborhoods. Many are overcrowded archaic structures ripe for demolition; others are isolated and underutilized in wealthier spacious surroundings. Your community, however, may have existing schools which are accessible to disparate neighborhoods and in sufficiently good repair. Other kinds of facilities (museums, junior colleges, parks and zoos) are also good places to begin looking for a site, since their activities can be effectively utilized within the organization of a Park while their available space can be redesigned as an educational facility without reducing present attractiveness or value to the community.

One final consideration when picking a site for your community: a recent report by the United States Civil Rights Commission entitled *Racial Isolation in the Public Schools* has suggested that true socioeconomic and ethnic integration may depend on connecting central city and suburban school districts. It happens that in Newtown such

different kinds of groups can be found within the boundaries of the redistricted school district feeding the centrally located site. In your community, however, it may be necessary to locate a Park close to the border of the city so that both urban and suburban pupils can provide the most desirable heterogeneous school population. In any event, it is fundamental to the basic notion of a Park that its location provide a common ground for the broadest and most realistic spectrum of our many-faceted society, neither favoring nor penalizing any group either by where it is constructed or by what its construction displaces.

III.
Quality Education

In many ways the first and most important question about an Educational Park is: what kind of education will be offered to every child in the community?

Ultimately this question must be answered by each community. An Educational Park is, in fact, only a frame within which education can flourish. There is no one philosophy of education necessary to an Educational Park, no more than there is one kind of site location or physical layout or architectural design that is and only is: *the* Educational Park. On the contrary, the advantage of such a Park is precisely that its flexibility can provide an arena within which each community can express its own needs and desires. Consequently the education that can take place within each particular Park must be designed by each community as it considers the myriad potentialities of this innovative facility. In considering the construction of an Educational Park, one of the great virtues it offers is the opportunity for a community to evaluate needs, set criteria and priorities, and execute a new program of quality education.

The size of the Park and variety of its pupil population will allow for more facilities used in more ways for more specialized groups of students. Practically, this means that

the curriculum in an Educational Park can be more diverse, that more courses for particular needs can be offered to each individual. What these courses are will, of course, vary from community to community, but that fundamental difference remains: a Park can offer more students a greater variety of choices suitable for their individual needs, and, hence, the potential for more "individualized" education.

The definition of these specific educational offerings will affect the design of particular spaces and structures with the Park's overall architectural framework. Flexibility and the potential for continuing reorganization and growth must be the keynote. But nevertheless, designers and educators must work very closely. In constructing the hillock Educational Park at Newtown, for example, the architects and space designers have worked closely with curriculum designers and the community, first of all to define what spaces and buildings and facilities are required – for primary, middle and secondary schools; for physical sciences, social sciences, language arts, shops, fields, halls – and secondly, to insure that these needs will all be fulfilled within a flexible working design.

The qualities of flexibility and choice are inherent in the definition of any Park and immediately allow the opportunity for each child not to fit into any superimposed molds, but with the help of expert guidance and unprecedented offerings, to find his own educational pattern and style.

Not Only "What" But "How"

The school, then, must teach not only "what" but "how to learn." It must help children to learn from their own experiences, both internal and external, to make and test judgments, to experiment with and develop skills. And an Educational Park can simply offer more such experiences. In Newtown, for example, not only will there be an unprecedented restructuring of educational facilities, new and old, but the children themselves will be encouraged from the earliest years to exercise their own judgment, to experiment.

The scale and organization of an Educational Park can make possible both quality individual education and a richly varied, heterogeneously grouped educational envi-

ronment. In short, a child can be allowed to go his own way at his own speed experimenting and developing special skills under the guidance of teachers and counselors, spending some time with one group, some time with another, dealing with problems, cultivating interests – all within the enormous range of a Park. But simultaneously each student is being exposed to children from all over the entire urban community, children of widely divergent socio-economic and ethnic backgrounds with disparate academic needs and interests. As a total community school, the Park can and should include all children of all levels of intelligence and all states of emotional and physical health. Individual education but realistic heterogeneous environment: the student can proceed at his own rate according to his own ability but within a psychologically realistic community of peers.

Specialization

Other kinds of programs and innovations are possible in an Educational Park, according to whatever educational philosophies are put into effect. At Newtown, for example, all primary school students will have access to a special Motoric Room equipped with giant shoes, zippers, buttons and the like, to teach basic motor tasks and psychophysical skills; a Visual and Perceptual Training Room equipped with a variety of light and sound equipment to develop and strengthen these areas of functioning and coordination; a Dark Room, with changeable textures, pressures, smells and currents, to develop those kinesthetic perceptions; and so on. The younger children will also be able to

use the zoo, planetarium, farmyard, and hothouse facilities which are staffed by older middle and secondary school students and which also provide certain services to the community at large. All major core facilities can be used in this way – health centers, computers, transportational systems, radio, TV, movie and theatre centers, printing shops, banks, beauty salons, special exhibits – whatever you plan for your Educational Park can become a learning experience for some, a working apprentice-type experience for other older students, and a necessary and valuable service to all members of the community simultaneously.

In addition, an Educational Park can help solve one major problem of teaching today: specialization. Whereas in a neighborhood school one teacher is called upon to teach a variety of special subjects or one specialist must make time consuming rounds from one school to the next, an Educational Park can provide an opportunity for each professional to cultivate special skills. All kinds of specialists can practice their particular educational craft with a continuing large group of students, avoiding wasteful travel time or unnecessary, dissipating generalization.

Out of eight million teachers in America today, two million or 25 percent leave the profession annually. The reasons for this are complex. Certainly one factor is the difficulty of inexperienced teachers in coping with actual classroom and workaday school activities. One way an Educational Park can help young, developing teachers is to bring teacher training back to the school itself by incorporating it into the regular program of the community's school. Under the supervision of "master" teachers, successful and experienced practitioners right on the job, young trainees can be instructed, and the best teachers can be retrained where they are most valuable to the children. Many professionals feel the problem of teacher training is one of the most critical in education today. Consequently, this kind of on-the-spot training by proud master professionals can be one important program made possible within the scale and flexibility of an Educational Park. The master professional, too, has a new incentive for staying in the school system. A new and varied career in teaching is opened up that will challenge the ambitious master teacher and will attract new young talent to the profession.

If the community so desires, you and your people may want to institute the Educational Park in a different way. You may not want to organize your Park according to primary, middle and secondary levels. You may decide not to have actual grade divisions at all. Paraprofessionals may play an important role in your Educational Park: parents and other citizens of the community (who have the time and/or skill to work as classroom aides or service personnel) can readily be organized as an integral part of the Park's functioning. This may or may not seem advisable to your community. You may want to experiment with two or more teachers in the classroom (team teaching) or perhaps also use systems of teaching machines.

Relevant Curriculum

There are so many policies each community's Educational Park planning group will have to decide. What kind of evaluation—testing and grading—will be applied? How can the curriculum in your particular Educational Park be relevant and useful for students in your community, motivating them to stay in school and to pursue their own interests? Will you want to think about locating a community college or junior college on or near your Educational Park? This could be an excellent way for adult, secondary school, and college students to share many programs and facilities both in a more advanced curriculum and within the Park itself. And what kind of diploma will your students receive? Universal and all-inclusive or specific and limiting?

It is up to you. The possibilities are all there, above all the potential for tremendous choice and individual programming within a richly diverse heterogeneous environment. The very act of thinking about such an unprecedented central conglomerate of facilities and students requires an unprecedented approach to the kind of educational offering which can be devised within such an innovation. This must, in fact, be one of the very first considerations of every community in the long term advance planning for a Park's construction. A discussion on how the individual pupil is given the maximum possible assistance to become his maximum self is found in the Educational Park illustrated book.

IV.
Building a Park

Why build so many schools in one place? How can such an enormous facility be coherently designed? These questions are asked about an Educational Park.

Let's begin with some of the most basic advantages a Park could provide. Neighborhood schools today may or may not have a gymnasium, science lab, auditorium, library, or machine shop. They may or may not be able to offer courses in advanced mathematics, foreign languages, computer programming, and commercial design. The reasons for this vary from school to neighborhood school. In some cases local budgets may not be able to support the duplication of physical facilities: one school's gymnasium or auditorium may go unused for long periods of the day while another school nearby remains sorely in need of such facilities. Or there may not be sufficient pupils per school to justify the expense of adding special teachers and courses to the curriculum: two or three pupils in every school — over forty in all throughout the city — may want *and need* to study quantum mechanics or perhaps the relevance of socioeconomic factors in the American Civil War, but it is not feasible for each neighborhood school to provide such courses for small isolated groups of students.

Other kinds of classes are needed by many students with special problems: the blind, the deaf, the physically handicapped. Most of these students today must be isolated from their classmates and often from their families in order to attend far-distant special facilities.

In fact, all sorts of students need a great variety of educational facilities to insure that they can most completely fulfill themselves within the individual patterns of their unique identities. The limited facilities and curriculum of most neighborhood schools today are such that a child's individual needs are necessarily subservient to whatever his local facility is able to offer. It is the child who is forced to adjust to the school, not the school to the child.

An Educational Park by its very size and complexity can offer two opportunities to deal with this problem: it can bring together a rich variety of students representing a heterogeneous mix of our society, which is educational in itself and avoids any stifling kind of isolation or exclusivity; *and* it can justify by its very size the inclusion of a highly diverse organization of teachers, facilities, and curriculum which would not be economically feasible within a neighborhood school. In other words, the needs of one hundred students would justify not only a general science lab but an advanced physics lab; and two hundred students in one community needing special classes in braille or sign language would justify a special curriculum within the Park itself. The actual number of the total community of children who could use programs in remedial reading, special teaching machines, advanced mechanical drawing, or training in a particular musical instrument, would be such that a far greater number of these special programs could be offered and fully utilized as an integral part of each student's particular individual education.

Size then is one of the principal advantages possible with an Educational Park which can have a profound effect upon the educational program and design of the Park: to provide the most flexible kind of individual education for each child, boy and girl, quick and slow, literary, dexterous, artistic, athletic, scientific, linguistic, visual, technical — each according to his very special requirements, each given the maximum possible assistance in BECOMING HIS MAXIMUM SELF.

The Student Body

In choosing the most appropriate site, the community should consider the nature of the student body and its needs. How many primary school children must the Educational Park serve; how many middle or junior high school students; and how many secondary or high school pupils? What other segments of the district's population can make use of the Park's facilities? What about the back-to-school mother, the paraprofessional trainee, the childless or elderly, the prekindergarten child? After all, why should these educational facilities go unused or idle for a moment when there is someone somewhere in the community who can make good use of them?

Each community's planners and architects, then, must respond to the needs of its student body, to the educational program that is developed for them, to the community which the Park can serve, and to the transportation problems in each situation. In a way, this concept offers an unparalleled opportunity to apply the best new elements of school design already in existence plus innovations only possible within the learning and teaching environment of a Park. These social and educational goals, matched by new approaches in planning and design, are opposed to big institutions which are massive and impersonal. The Educational Park concept sees the school's facility as an integral part of the city, an organic function of the life and fabric of the entire community.

Access and Environment

There is no one way an Educational Park is to be constructed. Some communities, for a start, may find that urban density and available space only permit the construction of a high rise Park, with all the special design and organizational problems that it entails. Others, like our typical Newtown, may have sufficient space to spread out a little with low and medium buildings.

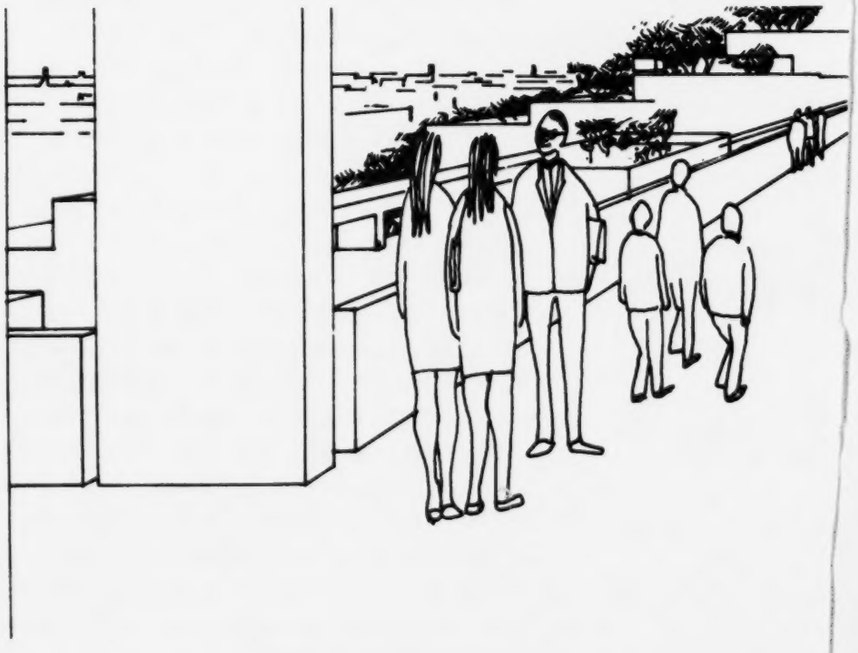
Using Newtown again, the Center for Urban Education planners sought to do two things from the outset: provide total access and availability to all neighborhoods of the community; and not design or construct anything that cannot blend into the changing environment along the borders of the Park. At the ground level, therefore, the

complex must be penetrated at all critical points of interaction by the parts of the community bordering the Park. Part of Newtown's site adjoins the downtown shopping center, a highly developed urban center. It is a logical spot to construct some of the larger buildings necessary for the Park since they would blend into the immediate environment without jarring or violating the skyline. Another border of the Park is strictly residential, with one and two family houses lining quiet streets. Here the Park must unobtrusively level off, merging with that aspect of the community by building only smaller units, probably athletic fields or primary schools. In any event, the scale of the Park must change dramatically along its boundary to reflect the changing scale of its adjacent community.

Since Newtown's site runs four hundred feet wide and one mile long over an existing railroad line, Newtown can build a long rectangular — or *linear* — Park set over an existing right of way. This can serve as the beginning of a transportational system in itself and also be used as a connecting facility since it runs through and can be fed into by every neighborhood.

Organization of Facilities

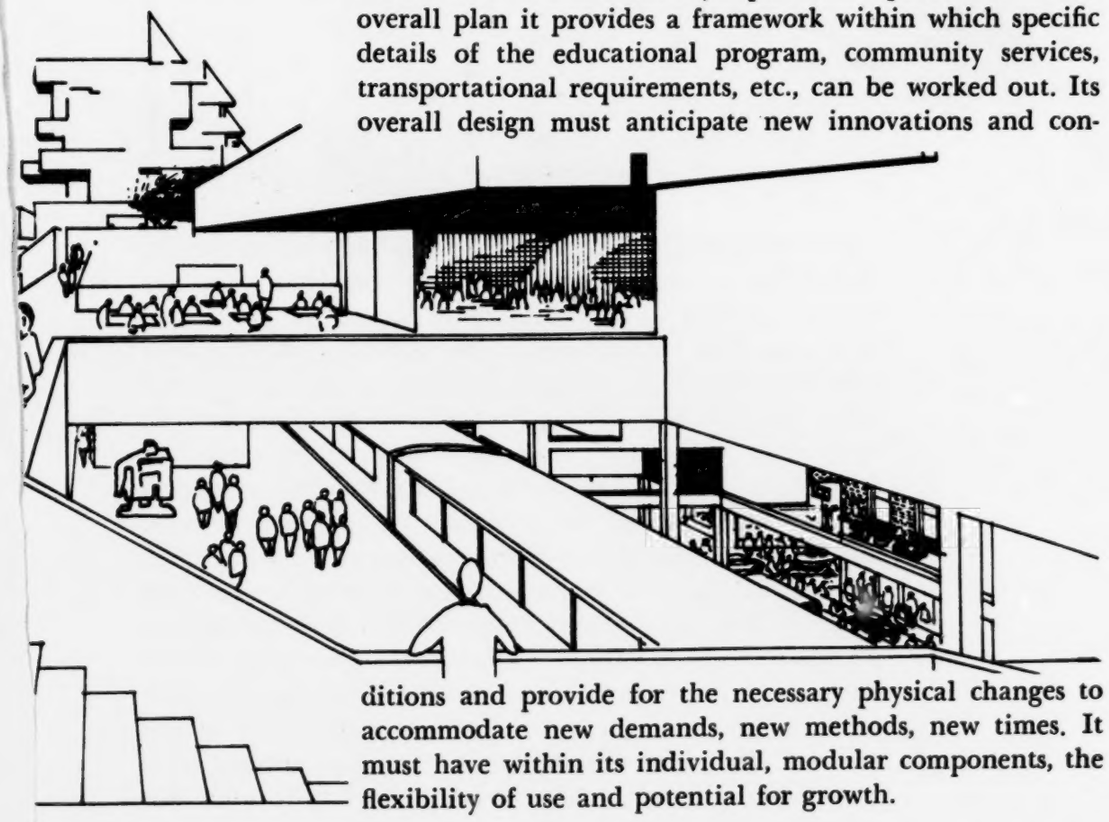
The six neighborhoods comprising Newtown have a total student population of 34,500 pupils, which has been divided into primary, middle, and secondary school groupings. (Your community may prefer another classification.) After carefully considering access, bordering environment, and organization of common facilities, it has been proposed that the physical facilities for all of Newtown's three school groups be arranged to form a kind of envelope over the core of transportation and resource facilities sloping down in terraces, similar to a hillside development. The primary schools for youngest children would be placed at the bottom, outer-most flanks in the most secluded area, least penetrated by the other school groups. Middle schools would be at the intermediate section of the complex while secondary schools would be located at the top and most public of the various areas toward the northwest corner. This particular architectural solution may not be applicable or desirable for your community but within it are certain prerequisites which are common to any part: a multiplicity of shared facilities and the opportunity for small school units and a flexible, individualized education system.

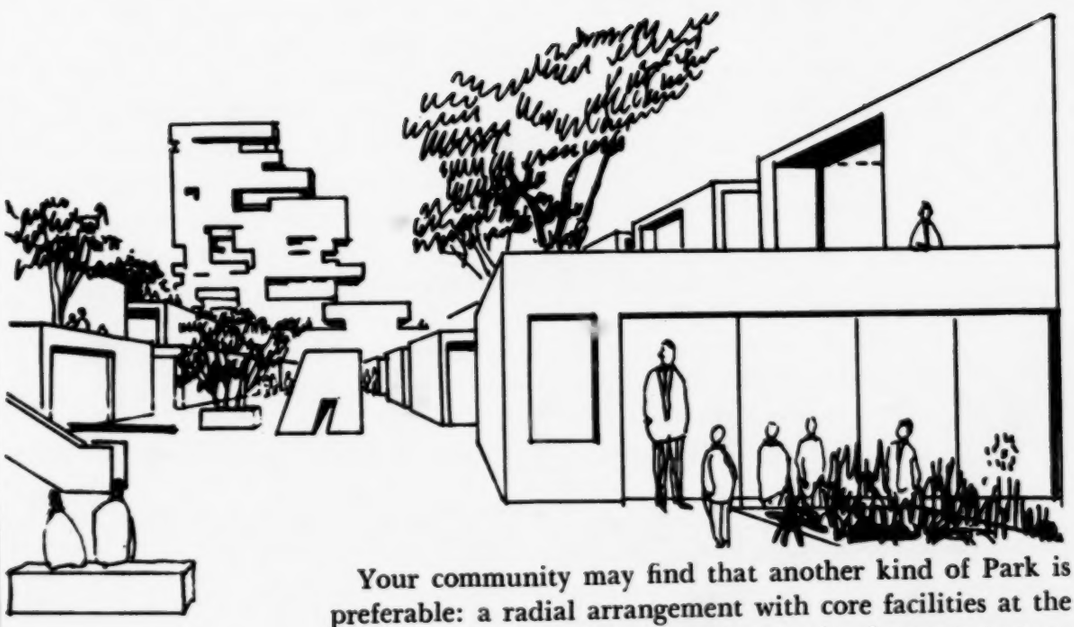


The Home Schools Within the Park

Thirty-four thousand, five hundred is a staggering number of students, but not if the home schools within the Park are kept to 400-600 pupils per unit. The size and scale of each building can also vary with the age of the children, smaller and lower with the youngest, increasingly complex as the child begins to emerge into the higher levels of the Park and his own education. All the schools would have access to the core resources, central facilities such as auditoriums, language laboratories, music rooms, gyms and swimming pools, and in the upper grades, shops, industrial arts, theater and dance facilities. Many of these facilities can be used by the community at large and should therefore be located at a convenient point of access and centrality: in this case at the northwest corner near Newtown's downtown commercial, recreational, and transportation center.

This kind of hillock, wedding cake design is only one solution to one community's particular problems. As an overall plan it provides a framework within which specific details of the educational program, community services, transportational requirements, etc., can be worked out. Its overall design must anticipate new innovations and conditions and provide for the necessary physical changes to accommodate new demands, new methods, new times. It must have within its individual, modular components, the flexibility of use and potential for growth.





Your community may find that another kind of Park is preferable: a radial arrangement with core facilities at the hub of a wheel of individual home school components; a high rise Park with several tall buildings sharing core facilities either at an elevated or possibly even underground area; an even more linear Park stretched throughout an entire city with total access and involvement from all neighborhoods; or whatever shape Park might result from incorporating and/or reorganizing existing schools, zoos, museums, that could be put to good use in your city. Any Educational Park will be housed in a complex of structures different from the majority of educational facilities that are planned for or in existence today. The traditional schoolhouse concept is unsuitable for the functional requirements of an enlightened contemporary educational facility. It just does not work any more. And more and more isolated small units in ghetto neighborhoods are not going to solve our pressing educational problems.

Architecture and Design

New concepts project new designs. In building any Educational Park, therefore, these concepts must first be defined, then the structure that can be built to serve them within a given situation will evolve. While needs will differ from place to place, certain fundamentals will remain constant:

1. The design of the Park must be consistent with its educational philosophy. The details of this philosophy will vary from community to community but the basic notion of all Parks is to provide the framework for maximum possible facility and innovation in each child's individual education. The physical plant, therefore, must be built so that home schools create small units in scale with the age and development of the child, while central facilities and resources are immediately available to all students.
2. The design of the Park must provide equal access to all the neighborhoods along its border and at the same time blend in size and scale with the changing environments of each of these different neighborhoods.
3. The design must respond to the needs of its community in the nature and location of those many facilities in the Park that will be used by all the people in the community.
4. The design must adjust to existing transportation systems and/or be able to accommodate new facilities. For the location and plane dimensions of the Park will profoundly affect the nature of such innovative facilities.

A construction as ambitious and complex as an Educational Park cannot be "slapped together" overnight. Educational Parks will probably be built over a period of many years, evolving first of all out of the immediate needs of the community, existing buildings and spaces, but then responding to new developments of a changing urban environment. Every Park, therefore, must have a design which can accommodate new kinds of educational methods and facilities, innovations and improvements in the design and materials of urban architecture, and many other possible changes in the community which may affect the goals and makeup of the Park. Illustrations of the school design for Newtown appear in the Educational Park book.

V.

The Community and the Educational Park

With the growing realization by parents that so many of the public schools were not educating their children came a groundswell of agitation for change. The reasons for this are complex. In some cases the inertia of local administrators has preserved a status quo long in need of reform. Some school bureaucracies have become increasingly sluggish and isolated from the very people they are supposed to serve. Vested interests unfamiliar or frankly unconcerned with the needs of their communities have staunchly resisted any change.

In other situations the movement for radical educational reform has become perhaps *the* critical arena of a larger movement for greater minority group equality and opportunity. In this sense, the field of public education has fallen heir to all the militancy and immediacy of the civil rights movement, with all the social, political, and cultural ramifications therein.

Another recent and highly significant development is the unrest and involvement of the students themselves. Noting, perhaps, the actions of his older brothers and sisters in college, the public school student today – white and black, affluent and poor, high school age and younger – has be-

come increasingly sophisticated in his understanding of what's happening in his school, how it affects him *and* what he can try to do about it. This cannot be dismissed as "youthful rebellion." For our children's criticism and resistance to their school institutions is only a part – though certainly the most serious symptom – of the community's sense of being cheated by the schools and its determination to do something about it.

Increasingly, communities have realized that the quality of their schools not only determines what kind of education their children will receive but also plays a pivotal role in the evolving goals of our society. They want a hand, a voice in the direction of these principles and philosophies and goals; they want the school to reflect the real character, needs, and aspirations of the community. In some communities where this new concern has been most strongly felt, the school has actually helped the community to define itself. In the best examples of this kind of happening, the school has ceased to function as an isolated institution

providing inadequate education, but has become a kind of town meeting, social and cultural center – a place where people of all ages can come together to work out their hopes and needs and see how, with professional administration and techniques, they can best be realized.

Community Participation

The degree to which the citizens of each community want – or feel that they need – to participate in the daily life of their schools varies. Consideration of a project as ambitious and far-reaching as an Educational Park is likely to involve many diverse interests, affecting as it will, not only parents, teachers, and students, but commercial, manufacturing, and retail businessmen, zoning and real estate interests, transportation for the entire community, city government in regard to administration and problems of financing, private organizations, all taxpayers, the elderly, the children, in fact every citizen of the community. Representatives of these interests, therefore, will likely want to be involved at the earliest stages of planning. They will want a voice in determining where the Park shall be built, what the nature of the design shall be, the facilities, the educational philosophy, how the whole thing can be financed, and what new kinds of transportation can or should be provided that may cross the whole city.

Decentralization, for example, is something very much on the minds of many urban communities which want to overcome the distance between citizens and unresponsive administrations. In most cases, decentralization is an honest wish to give the schools back to the people, to take the administration out of the hands of a distant and giant central bureaucracy and break it down into more manageable and immediate local control. Many communities may discover, therefore, that an Educational Park can provide precisely the vehicle they need for real decentralization. Giant urban conglomerates like, for example, New York City, Philadelphia, Los Angeles, Washington, D. C., and Chicago, with hundreds of schools are each controlled by one remote and isolated Board of Education. One Educational Park could easily serve the thousands of children in each subdistrict, thereby providing all the advantages of a Park over existing neighborhood schools, while at the same time decentralizing the administrative control into independent local districts.

It's up to each community to determine how the framework of the Park can suit its situation: in larger sprawling cities, many Parks can be the instruments of decentralization and more localized control; in smaller urban areas where

decentralization is not an issue, one or two Parks can serve an entire community. In any case, not the size, but rather the zoning and administrative design of an Educational Park will determine how it shall function and to what extent it will or will not be controlled by the community. And this must be determined by the people of the community themselves.

The questions and concerns about community control indicate that an increasingly large number of communities want not only to have a hand in setting basic educational policies but a system whereby they can be sure these policies are being implemented. This kind of involvement must be very carefully defined since it necessarily involves the close cooperation of administrators, supervisors, teachers, and students themselves.

Administrative System

Whatever degree of involvement the community desires must be defined at the outset by the community itself. In Newtown, for example, an administrative system for the Educational Park has been evolved which calls for an elected Governing Board whose voting members are parent representatives and community representatives. Also sitting on the Board are the Educational Director of the Park; Chairmen of the Primary, Secondary, and Middle School councils; the Chairman of Community Activities; a Student Representative; and the representatives of the nonteaching staff. This Governing Board is to determine overall policy for Newtown's Educational Park, including criteria for educational goals, curriculum, teacher training and selection, budgeting and fiscal policies, and any other fundamental issues. The responsibility for executing these policies lies with the professional administration of Newtown's Educational Park, the Director and Chairmen of each school's council. All parent, community, administrative, teaching, paraprofessional, and student representatives are to be elected for two-year terms in this system, which is frankly modeled after the executive, legislative, and judicial checks and balances of our United States Constitution.

Newtown's administrative system may or may not work for your community. More or less involvement may be needed or demanded; students may want a more active

voting voice at higher levels; state and local laws must be taken into consideration; the overall Park administration must be related to whatever Board of Education or other system presently functions in your community. All elements of the community at the outset have to study, plan, design, build, and ultimately run a Park with an administrative structure within which they can successfully express their needs and desires.

Adult Education

The second major area of interaction between the Educational Park and the community is the specific working services such a large assemblage can offer the community above and beyond the formal education of its children. Your local neighborhood school may have an auditorium for an occasional adult concert or a gymnasium for some adult sporting events. But think of all the facilities and activities and opportunities for innovation a Park can offer: not just the usual PTA meetings or semipro basketball games — but new kinds of educational, scientific, cultural, and commercial activities made possible only within the frame of the Park and evolving from specific programs and needs of each community.

This means, to begin with, that the Park should be in active use during most hours of the day and night; that not only predictable facilities like auditoriums be available, but libraries, laboratories, workshops, and the like should be incorporated into programs for adult education, cultural events, and recreation. Often today, school authorities prohibit the use of such facilities after school hours or for nonschool purposes during school hours. The expense and administrative complications are too great, they say. Perhaps within the budgetary and personnel limitations of neighborhood schools this is true. But an Educational Park — with its economy of centralized core resources plus a more diversified staff responding to particular group needs — can make maximum use of all facilities and programs at all possible times.

This kind of daily contact is important in the establishment of community rapport and involvement. Any citizen who makes regular use of the Park or whose life is in some

way bound up with the cultural, educational, or recreational life of this community center is going to be involved in its welfare. He is going to be committed to the Park and consequently to quality public education, and to the successful operation of an ambitious community school.

The Park can provide a broad spectrum of adult education. It is up to the people of each community to know what would be helpful and extend their Park's existing curriculum and facilities into adult education.

Education and Community Service

Another broad area of Park-community involvement can be the relationship between certain community activities and various specialized educational programs made possible within the flexibilities and resources of the Park. For example, the specialized areas of accounting or banking, or even the practical use of computers in such commercial activities, can be serviced, because it is very likely that the Park will have computers of its own. A handful of neighborhood schools across the country today may have access to a computer. In an Educational Park, not only the conglomerate structure but the number of interested, qualified students will make the acquisition of computers necessary and justifiable as both a practical organizational and educational asset. These computers may be used for a variety of purposes: including to help run the Park itself and to help train middle and secondary students in computer operations and applications. And an integral part of this training in application can be the use of the computer within the local community. Various programming, data storage, billing, bookkeeping, and accounting services can be provided as perfect on-the-spot education for students as well as a valuable aid to local businessmen who might not otherwise be able to afford computers. Thus can a valuable educational resource be extended for practical use into the community at large, benefiting and involving all interested parties in an unprecedented way.

In each case, the Park's facilities for innovation and flexibility in individualized education can provide new opportunities for the students and new services for the community. The child and young adult receive practical training; the citizen has access to valuable assistance and

resources, thereby involving and committing him to the continuing welfare of *his* community school.

The Park as a Health Center

There is another Park-community relationship which reveals how the unique facilities of an Educational Park can benefit students and citizens alike. In your local neighborhood school there is very likely a school nurse available at certain special hours throughout the week. Or in smaller, more isolated situations there may be medical facilities located at some distance. Consequently, regular preventive medicine, diagnostic medicine, and emergency care can be administered haphazardly at best and are largely dependent on nonschool facilities. In an Educational Park, however, the presence of such a large population of children and teachers and nonteaching personnel would necessitate the establishment of a more elaborate and permanent medical facility, one administering regular examinations, diagnoses, routine health services like innoculation and recuperative followup, and an emergency clinic. The installation of such a necessarily complex health center can be of great educational value to the students, even serving as a training ground for those interested in health careers.

The establishment of such a health center in the Park can also be of enormous significance to the surrounding community. Hospital planning consultants both in the United States and England now recommend that hospitals under the size of 400 beds be gradually phased out and that smaller "neighborhood clinics" replace them throughout the community to provide emergency treatment and comprehensive health services, including prenatal and infant care, under the auspices of a nearby general hospital. It is plain to see that this kind of neighborhood clinic and the Educational Park's health center can become one and the same thing.

Parks will differ greatly in their ultimate administrative structure and the kinds of roles they can play in each community. The Center for Urban Education study of Newtown projects possible structures in the Educational Park illustrated book. Each community can use the occasion of an Educational Park's construction to define and express its own concept of a true community school center.

VI.
Transportation

The problem of transportation is the principal concern of many people when first challenged by the idea of an Educational Park in their community. The question is: how can we transport all the personnel of the complex – pupils of all ages, teachers, paraprofessionals, administrators, maintenance workers – to the Park quickly, efficiently, and safely? The answer must be given first of all in terms of how each neighborhood's pupils and personnel are to be equitably transported to the Park, but also in terms of how such transportation can fit into the overall architectural scheme of the Park, what the educational experience of the transportation itself can be, and how whatever new system of transportation is constructed can become a valuable service to the entire community surrounding the Park.

Looking around at the transportation situation in your own neighborhood school district it is probably plain to see that most children today are bused or driven or railed to school in some manner. In Newtown, 52 percent of the pupils take some form of transportation. The transportation problems with an Educational Park, however, are multiplied. A community school cannot favor one neigh-

borhood or another but must be located at a point which is accessible to all. The site should also be selected with a careful eye to existing transportational facilities or possibilities.

In Newtown, for example, we have already selected a site which is central to all the six basic neighborhoods it serves, is built over the existing right-of-way of a suburban railroad line, and is adjacent to a downtown shopping center which also serves as a hub of surface and underground rapid transit. The location of an Educational Park at such a central and pivotal site may or may not be possible in your community, but Newtown's overall approach to the problem can serve as an excellent model for solving the problems of transportation in any given community.

Specifically, Newtown's dimensions of 12 square miles hold 200,000 people and 60,000 families. Residential land constitutes about 45 percent of total land and the residential density is 17.2 families per acre. As a point of comparison, population densities of this magnitude can be found in a ring four and a half miles from the center of Toronto, nine miles from the center of Chicago or twelve miles from New York's Times Square. Generally speaking, areas similar to Newtown are found closer to the city center in small cities and farther out in larger ones.

In solving the problem of transportation, the first step is to determine exactly where the pupils live. Newtown is crossed by a railroad line, which divides its Educational

Park population into 19,980 who live north of the tracks and 14,520 who live to the south. Ideally, all students who are not able to walk to the Park, should take one form of rapid transit: either surface bus or rail. A bus conventionally holds about sixty persons of whom thirty can be seated, a relatively low capacity. A bus also interferes and is interfered with by regular street traffic which can seriously affect its schedule and efficiency. Rail transit, on the other hand, generally travels on its own right-of-way and is, therefore, unaffected by street traffic. Rail transit also has a larger capacity and can be speedier by far than other modes of urban transportation.

An Educational Park Transit System

An ideal transportational system for Newtown, therefore, would be a single rapid transit rail line weaving its way through each neighborhood like a system of canals or waterways ultimately feeding into the Educational Park. This would provide a single mode of quick, safe transportation but would require a tremendous construction at great cost and inconvenience. Consequently, the ideal system is not really feasible and some sort of efficient compromise must be found for Newtown. Now we have already located the Park's site over an existing suburban railroad line that bisects the community. It would be feasible, therefore, to construct a new kind of rapid transit system in the air rights over this line, thereby creating a new Educational Park Transit System running straight through the entire length of Newtown. Pupils from various neighborhoods could either walk to this rail line or, wherever necessary, take a surface bus which would feed into the system. This would create an Educational Park Transit System (EPTS) resembling a fish skeleton, wherein the high speed rail represents the spine and the lines of the feeder buses, the ribs of the skeleton.

What we propose for Newtown is the so-called Transit Expressway or Skybus, a system which has been widely tested and acclaimed in recent years. Because of its rubber wheels on concrete tracks, the Skybus is extremely quiet and swift, its movements automatically controlled by a centrally located electronic digital computer requiring no operator or attendant on board. In addition, Newtown's

Skybus passes exclusively over an existing railroad line without penetrating any residential areas whatsoever, so obstruction, relocation, or interference with existing surface traffic is kept to an absolute minimum.

Maximum walking time for the 13,500 primary school students attending the Park will be ten minutes; for the 10,500 middle school and 10,500 secondary school pupils the maximum walking time will be only fifteen minutes. All riders on the surface and Skybus will be seated with transfer points supervised and isolated from street traffic.

The student body and the majority of teaching staff and personnel can be transported to the Educational Park in two shifts which may be a minimum of 45 minutes apart. The time lapse between arrival of the first and the last student is under 20 minutes, in either shift. All persons are seated and students are supervised during the school trip. The average school trip will take less than 12 minutes – no trip will take longer than 21 minutes.

Compare these travel times with the average time and distances in your school district. The results may be surprising. There is no question that the initial expense of setting up such a system (or capital cost) can be great. But this high initial cost appears less formidable when compared with the enormous benefit such a system brings not only to the Educational Park but the entire community. The vastly superior standards of safety and convenience for the school's children is, of course, the primary advantage. But not only does this transit system provide quick and equitable service to all neighborhoods of Newtown, but it also serves as an internal circulation system within the Park itself: students can use the Skybus to move from one end of the mile long Park to another along the five EPTS stations that fall within the campus itself. But, in addition, such an ambitious transit system can have far-reaching positive effects for all kinds of community activities.

The actual operation of the Skybus can be of great educational value to the students of the Park: the computer programming to control constantly shifting schedules; the construction and maintenance of the stations, tracks, and other standing equipment; the actual running of each car itself – all these facets of operation can be made accessible to and an integral part of the child's educational experience.

These then are the significant factors you must examine when confronting the problem of transportation to an Educational Park in your community:

1. A site which is equidistant from all neighborhoods;
2. A system of transport which can supplement present facilities with whatever new construction is necessary in a manner that causes a minimum of interference with existing traffic or physical disruption and/or relocation;
3. Creating a new system – wherever necessary – that is safe, comfortable, efficient, and perhaps even educational within itself;
4. Working this new EPTS in the Park itself as an organic part of the design, providing both external and internal transport.

How such a system works for school and community in Newtown is described in detail in the Educational Park illustrated book.

VII.
Weighing the Cost

The expense of constructing an Educational Park in your community is a problem that must be faced with candor, serious study, and — ultimately — democratic resolution. There is no avoiding the fact that such an ambitious, far-reaching undertaking is frankly going to cost a lot of money. To avoid that issue is to deny the true definition and intention of any Educational Park. What each community must evaluate, however, is not simply what is the total bill in dollars and cents, but rather what are the costs *in relation to the benefits received*, not only for the students but for every citizen and for the community as a whole.

This kind of honest, economic evaluation requires, therefore, a new, more sophisticated way of thinking about cost. First of all, present expenses must be weighed against benefits received and compared to benefits desired. For example, how much are you spending on education in your community today? Are you really getting your money's worth, are goals being achieved, are real benefits being reaped for student and community? Or how far are you from these goals, these *ideal* benefits? And how much would it cost to reach them within your present system? How much would it cost to upgrade each and every neighborhood

school to the level of your best local facility? And are there other services your community needs, benefits other than student education that the schools could provide your town? What are they, how could they be introduced to your existing neighborhood school system — and how much would that cost?

Comparing Alternatives

Turn now to the Educational Park and weigh the two alternatives. Be sure, however, that the comparison is correctly made. For any economic evaluation must be determined within clear and consistent definition of the benefits attributable to each of the alternatives as well as the costs each incurs. Assuming then, that on the one hand we can choose a neighborhood school system upgraded to its maximum potential quality, let us now evaluate the alternative Educational Park first of all within the definitions of existing local goals, but also in terms of any other additional benefits.

From an economic point of view, the Educational Park uses complexity and large scale to achieve significant financial advantages. Basically, duplication of specialized facilities is avoided while such programs and personnel are utilized at greater levels of efficiency than could ever — by definition — be achieved in a neighborhood school. In addition, such facilities and programs can be specialized for particular needs in a manner that would be impossible for smaller schools. In neighborhood systems such individual use of methods and facilities would result in reduced efficiency because there simply is not sufficient school population to make optimal use of all alternatives. In short, the kind of individualized education offered through an Educational Park is only economically feasible within the complexity and scale of such an undertaking. It is obvious, therefore, that matching such opportunities within present neighborhood systems would be far more costly and economically *unfeasible*.

Going beyond this initial comparison now, the scale of the Educational Park can permit significant changes in the relationship of the school to the community. We have already discussed various ways in which the Park and community can interact and particular services the educa-

tional program can offer all citizens. Taking just one as an example: every town needs certain basic health facilities, a local clinic for various regular medical services. An Educational Park can provide such health facilities within its normal operation. Consequently, instead of building two such clinics (or perhaps having none at all!) the Park offers the money-saving opportunity to combine such a necessary activity with its own necessarily complex health facilities. Many other such services and interactions are possible.

Other economies are possible within the Educational Park. Its scale permits many efficiencies in highly expensive support activities necessary within every school: custodial services, school lunches, the very large number of necessary purchases and supplies – in every case money can be saved by dealing in larger quantities, making maximum utilizations, and organizing in a mutually supportive relationship. More students can be served within the special programs of an Educational Park. And if the Educational Park is designed with a new system of decentralization, economies may result in localizing administration, planning, research, etc., now carried out by a Central Board with a ponderous and expensive bureaucracy.

Other economies are conceivable: the scale and flexibility of the Park could affect the recruiting of the teaching staff. Currently there is a high rate of turnover and difficulty in attracting the most qualified teachers to local public schools. By providing an environment in which teachers can be used flexibly and in turn can make use of staff and facilities complementary to their particular efforts, it is hoped that recruiting will be less costly and that the increased morale of teachers who are able to use their talents more effectively will result in even further effectiveness (more productive results per cost) of the entire staff. It is also possible that the construction of a Park will provide for the resale or reuse of existing neighborhood school sites. Any economic benefits resulting from this sale will depend entirely, of course, on the cost of acquiring and preparing a new site for the Park itself.

Longer range economies should also be considered. The Educational Park will stabilize school attendance, eliminating the need to build new schools as residential fashions change. Most intra-city moves are within fairly short dis-

tances, yet children have to change their neighborhood school. The Educational Park, with its much larger attendance zone, is impervious to such moves. In New York City, for example, the school population has stayed nearly constant at about a million children since 1936, yet scores of schools had to be built to accommodate intra-city moves, while scores of schools became underutilized as housing fashions changed.

Where the school plant is now very old and in dire need of early replacement, the community may make substantial savings in its construction budget through a centralized Educational Park. Similarly, where the school population is growing very rapidly and much new construction is needed, the Educational Park may help achieve construction economies.

All these economies are possible, even probable. They must not overshadow, however, the very real problems of special costs incurred upon the construction of an Educational Park. As with certain potential benefits, these special costs will vary from community to community, but some of them may be: the initial site cost and any expense of displacing residents and businesses (we have seen in Newtown how this can be minimized, but it may be a factor nevertheless); the cost of constructing a new, or at least expanded urban transport system for Park and community use plus continuing operating and maintenance costs of these facilities; capital costs of building an entirely new physical plant and equipment; the cost of an improved educational program requiring additional staff and special facilities. It should be noted, however, that whereas initial costs in setting up an Educational Park Transit System would be great, the ongoing costs would be no more than currently incurred by children who are bused or driven to school; and although capital costs in building a Park are admittedly great, additions to existing buildings are much more costly per square foot than the construction of entirely new facilities; and that further replacement of facilities in current systems would be required over the years as maintenance costs rise on the older school plants.

In any event these are the factors to consider when making a serious economic evaluation of an Educational Park's construction in your community: see what you have;

decide what you want; compare what it would cost to achieve these goals within the present system (if at all possible) as opposed to the expense of constructing an Educational Park; weigh the costs and benefits carefully. Discuss the results of this evaluation within your community, all of whose members should participate in the ultimate choice as part of the political process by which public decisions are made.

Costs and City Budgets

The costs of financing the Educational Park in Newtown are well within the budget of the larger city in which it is located. If, however, all the communities of this city were to simultaneously launch the construction of such a Park, budgetary constraints would limit the feasibility of successfully implementing such an ambitious undertaking. The basic financial limitation in Newtown (and other cities) is the expense budget from which operating expenses and debt service are drawn. The level of debt the city can service, however, is controlled by a limit on the city's borrowing power. If this debt limit becomes a constraint, other means of financing should be sought. For example, the Educational Park is such a significant innovation for the entire city that legislation allowing the city to lease the Park from a corporation or state authority, which would construct the facility, may be considered. This method of financing would allow the city to maintain its capital budget within the statutorily fixed limit of debt. It is also possible that budgetary constraints may be relaxed in the future if federal funds are made available for some of the facilities, particularly – as we have seen – for necessary new urban transport systems. There are currently some 300 different sources of federal government funding that can be applied to the planning, constructing and operating of certain features of the Educational Park.* Urban renewal funds, transportation monies, libraries, and other educational facilities provisions of federal programs should be considered in determining the cost to the community of an Educational Park.

Any economic evaluation, however, remains the same regardless of where eventually the money will come from. And the fact clearly remains that the initial costs of an Educational Park may be greater than simply trying to upgrade your current system. You must weigh these increased costs against the needs and potentials of your community which are unsatisfied within the current system and which the Educational Park concept can begin to meet.

*A special publication, "Potential Funding Resources," is available from the Center for Urban Education.

Conclusion

This pamphlet, seeking to compress the main ideas of the illustrated book on the Educational Park, has sought to indicate the possibilities of an Educational Park in your community. Defining a Park only as "a large clustering of centrally organized educational facilities serving the children and all citizens of an entire community," we have deliberately avoided claiming any specific details of content and design as being compulsory for any "regulation" Park. Rather we have stressed throughout that an Educational Park's dimensions can provide unprecedented opportunities for innovation, individualized quality education, and total community involvement – the ways and means of which must be determined in each case by the people themselves according to their particular needs and desires.

We assume that our readers are dissatisfied in some way with their present neighborhood school system and curious about the ways in which an Educational Park can help improve their situation. But we must caution them not to approach this radical proposal with any preconceived dreams that it can "quickly solve all our problems." The Educational Park is no panacea, no catch-all blueprint within which all communities can find paradise. Rather, it

is only the opportunity, the potential arena within which each community must find its own way – organizing, studying, formulating exactly how to apply this overall idea to their particular time and place. Where can such a facility be built with a minimum of disruption and a maximum of convenience for every neighborhood; how can an equitable system of transportation be evolved for all citizens of the area; what use can be made of existing school facilities; how will the Park be administered; what will be the relationship of administration to community and what kinds of interaction will be established between community and Park other than traditional educational services; how can the Park's physical design blend into its bordering neighborhoods; above all, what are the educational needs and goals of your community's students and how will they

determine the programs and personnel and facilities of the Park, as well as its specific interior and exterior design; how will it all be financed?

The problems inherent in such an ambitious undertaking are obvious. Only complete community involvement from the outset can insure that all issues and all interests will be represented and resolved. Expect plenty of opposition, even alarm. The size, the cost, the ambitious innovations of an Educational Park often frighten people at first. These fears must be taken quite seriously, for the fact is unless all such anxieties and concerns are carefully considered and resolved in the planning and daily administration of a Park, it could easily become as impersonal and bureaucratic as the kind of system it is meant to replace. Paradoxically, the unprecedented scale of the Park can provide the most

flexible kind of individualized education and the broadest spectrum of community service. But the scope of this ambitious conglomerate, many will correctly surmise, could also become unwieldy, even dangerous, if it is not organized and administered by and for all the people.

Consequently, you must take great care to rally every element of your community from the very first and throughout all subsequent study and planning with the consultation of whatever professionals and/or advocates you deem necessary: educators, city planners, sociologists, transportation experts, architects and space designers, economists, and businessmen. And only after all this professional advice is weighed and applied to the specific situation of your people and their needs, can you begin the actual site selection, organizational design, physical layout, educational philosophies, transportational system, community controls and interactions, and method of financing. Also keep in mind that a Park cannot be concocted overnight. It may be advantageous, in fact, that your Park be built over a period of time, beginning first with the reorganization of some present educational plant, followed by the construction of a central core facility like a science building, then the gradual construction and/or incorporation of other facilities and resources until – university-like – a total Educational Park emerges.

Many of the critical problems facing our urban society today are interrelated. The increased alienation and often violent revolt of young people, the decay of the inner city, the tensions between socioeconomic and racial groups – all these issues are intertwined. It also seems of late that they are all focused upon one crisis: the quality and control of public education. The alienated, the frustrated, the disenchanted, revolutionary, reactionary – partisans of all sides of these issues have plunged head-on into this volatile arena. Inevitably, they have realized that something is wrong, that the system just is not working and – most significantly – that the reform and resolution of this system of public education can bring about real change in the shape of our communities, in the relations between our many different socioeconomic groups, in the kind of young citizens emerging to participate in, in fact, to *become* our society, with all its democratic dreams and aspirations.

Unfortunately, primitive stopgap measures are daily thrown into the breach, but it is evident to all that patchwork repair is not working.

An Educational Park can provide the radically new kind of framework necessary for each community to approach these gravest priorities: urban decay, intergroup tensions, and the acknowledged failures of public education. By bringing together as equal partners the divergent groups of a community, an Educational Park can be one public institution which unites these elements in common cause — the revival of basic urban environment, the achievement of a new high quality of education equally available to all, and the creation of a new kind of meeting ground, a center not only for learning but for the social and cultural life of the people as well.

When the idea of an Educational Park was first proposed over five years ago, it was denounced as a far-fetched utopian fantasy. Today, more than one hundred communities are actively studying, planning, even building such Educational Parks. Federal, state, and city educational authorities have endorsed the idea and are providing funds for feasibility studies and actual construction. Out of all this study and planning and struggle and creative energy, we look hopefully for the renaissance of public education and with it the subsequent strengthening and reaffirmation of our nation's democratic principles.

Selected Center Publications

The following material is available from the Center. Items must be ordered by number with enclosed payment. Send c/o Department NM.

PUBLIC RECREATION AND THE NEGRO. A STUDY OF PARTICIPATION AND ADMINISTRATIVE PRACTICES *by Richard Kraus.* Copies as follows: 1-15, 60¢ each; 20-45, 50¢ each; over 50, 40¢ each ■ **B001**

THE NEGRO IN SCHOOLROOM LITERATURE. A BIBLIOGRAPHY *by Minnie W. Koblitz.* Copies as above. Fifth printing ■ **B002**

POLITICS AND REALITY IN AN AMERICAN CITY. THE NEW ORLEANS SCHOOL CRISIS OF 1960 *by Morton Inger.* Copies as above ■ **B008**

URBAN EDUCATION BIBLIOGRAPHY *compiled and annotated by Helen Randolph.* $2.00 each ■ **B005**

THE SCHOOL IN THE MIDDLE: DIVIDED OPINION ON DIVIDING SCHOOLS *edited by Lawrence J. Barnett, Gerald Handel, and Helen Weser.* $2.00 each ■ **B007**

SCHOOL INTEGRATION. A COMPREHENSIVE CLASSIFIED BIBLIOGRAPHY OF 3100 REFERENCES *edited by Meyer Weinberg.* $2.00 each ■ **C001**

THE EDUCATIONAL PARK: POTENTIAL FUNDING RESOURCES ***by Marcia Marker Feld and Max Wolff.*** Single copies on request ■ **A123**

THE EDUCATIONAL PARK: A SURVEY OF CURRENT DEVELOPMENT, 1969 WITH A LIST OF REPORTS AND REFERENCES ***by Max Wolff and Benjamin Rudikoff.*** Single copies on request ■ **A121**

The following material has been published for the Center by Frederick A. Praeger, Inc., and is available from bookstores or directly from the publishers (111 Fourth Avenue, New York, New York 10003).

THE URBAN R's ***edited by Robert A. Dentler, Bernard Mackler, and Mary Ellen Warshauer.*** Clothbound, $7.50. Paperbound, $2.50.

BIG CITY DROPOUTS AND ILLITERATES ***by Robert A. Dentler and Mary Ellen Warshauer.*** Revised edition. Clothbound, $10.00.

PARTICIPANTS AND PARTICIPATION: A STUDY OF SCHOOL POLICY IN NEW YORK CITY ***by Marilyn Gittel.*** Paperbound, $2.50.

EDUCATION AND JOBS: THE GREAT TRAINING ROBBERY ***by Ivar Berg.*** Clothbound, $7.50 (March 1970).

Credits

Cover	Berman Roberts and Scofidio, Architects
Page 6	Robert Adelman
Page 12-13	Charles Gatewood
Page 15	George S. Zimbel
Page 17	George S. Zimbel
Page 19	Bruce Roberts *(from Rapho Guillumette)*
Page 25	George S. Zimbel
Page 26-27	Berman Roberts and Scofidio, Architects
Page 28	Berman Roberts and Scofidio, Architects
Page 31	Ken Heyman
Page 34	Ken Heyman
Page 39	Alan Rinzler
Page 47	George S. Zimbel
Page 50 Top	Charles Gatewood
Page 50 Bottom	George S. Zimbel
Page 51 Left	Charles Biasiny
Page 51 Right	Ken Heyman
Page 53	Hiroji Kubota
Inside covers	Thibault Bonocore Studios, N.Y.C.

☆ GPO 964-185